

Action Plan (English)

2025-2026 Invitation Programme for Japanese Teachers to Republic of Korea

Group B



Reflection on Activities

(High School and Elementary School Visits)

In the context of a well-funded education budget, it was clear that efforts are being made for comprehensive human education with an international perspective. I learned about the promotion of IB education in public high schools, focusing on developing thinking skills, expressive abilities, and international awareness rather than solely targeting difficult universities. In elementary schools, I learned methods to promote human development through international exchanges with many countries, in cooperation with parents. Schools that engage in international exchanges have both students and staff who are vibrant and lively. The inspiration gained seems to surpass the difficulties of preparing for acceptance.

(Facility Visits)

At the Jeju 4.3 Peace Museum, I learned about the strong will to advocate for peace both domestically and internationally. At the Haenyeo Museum, I learned the importance and strength of loving one's hometown and nature, and living with pride in one's community and profession.

(Interaction with Korean People)

During the Japan-Korea teacher dialogues, we could discuss common educational issues, which was meaningful, and I learned about the proactive attitude of Korean teachers. In home visits, I was surprised by the high awareness of family education regarding English. While Koreans never forget the connections with Japan during wartime, it was strongly communicated that they are interested in Japan and are making efforts to engage in dialogue. Personally, I wish to continue remembering the history between Japan and Korea, conveying my thoughts to the Korean people, and striving to understand each other's feelings. Furthermore, I would like to continue conveying these thoughts to the students in front of me and to the people in the community.



Action plan



What I want to achieve from the program experience

I will convey the idea that international exchange connects to building "a fort of peace in the hearts of people," as stated in the UNESCO Charter, both inside and outside the school, and realize international exchange in a feasible form.

(Within the school)

1. At the whole school assembly, I will present an overview of this program in a slide show to students and faculty to convey that international exchange is linked to peace.
2. I will create and display posters introducing South Korea within the school from this program to spark interest and curiosity about international exchange among students and faculty.
3. I will contact South Korean teachers I met during the school visits and Japan-Korea teacher dialogues to plan feasible international exchanges.

(Outside the school)

1. I will report on this program with slides at the Joetsu City Junior High School Principals' Association and advocate for the importance of international exchange to each school.
2. I will report on this program with slides in collaborative organizations between elementary and junior high schools and local collaborative organizations to advocate for the importance of international exchange in the community.

Reflection on Activities

① Education in Korea – School Visits and Lessons

Through visiting schools in our neighboring country Korea, I was able to observe both similarities and differences in our education systems. While there are many similarities, such as the 6-3-3 system, I noticed differences in areas like cleaning duties and lunch routines. I was also impressed by the strength of English education. Regardless of country, I found that children everywhere are equally honest and cheerful.



② Korean People – Home Visit

During a home visit, I was kindly invited to dinner and shown around a local market. On the day before our departure, we were even invited for dinner again. Even in town, strangers approached me and spoke in Japanese. I truly felt the kindness of the Korean people and their strong interest in Japanese culture.



★ Through learning about Korea's education, nature, history, and culture, I was able to rediscover Japan by reflecting on both the similarities and differences between our countries.



Action Plan



① Sharing with Teachers

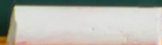
- Created a report and distributed materials to all teachers.
- Gave a brief presentation during the staff meeting on the last day of summer break.

② Sharing with Students

- Created a display so all students could view the experience.
- Plan to organize an after-school exchange with interested students, in collaboration with a teacher I connected with during the training.

③ Sharing with Future Generations

- Through this training, I experienced and learned about the education, culture, nature, and history of Korea (Jeju).
- I will continue to share these insights with students, teachers, and parents in various ways moving forward.



★REFLECTION★

① School visit (Pyoseon High School)

Through CAS activities and cooperative learning incorporating IB education, an environment was created where students could encourage each other and feel comfortable expressing their opinions. I was impressed by the teacher's words, "I want them to follow their own path without any regrets, not because of pressure from parents or teachers." This made me reconsider whether my current teaching and guidance truly respect the children's feelings. Translated with DeepL.com (free version)

② School visit (Inhwa Elementary School)

I was surprised to hear that many of the children greeted me in Japanese, saying they had learned it from watching anime. The school had a well-organized system, with weekly classes and student guidance provided by a full-time counselor, administrative support, and academic classes, creating a comfortable working environment for teachers.

③ Island of Peace

I was shocked to learn that for nearly half a century, people were forbidden to talk about the tragedy of the April 3 Incident, and that not only we, but also many Koreans were unaware of it. The desire to preserve this history and create a peaceful world transcended language barriers and was conveyed through the powerful eyes of the museum guide.

④ Encounters

The KNCU members and high school and elementary school teachers in South Korea made preparations and plans to thoroughly convey the schools, history, and culture of Jeju to us, which was evident everywhere we went. We had many unforgettable experiences and valuable encounters. We also received a lot of inspiration from meeting teachers from all over the country, which we would like to use as fuel for the future. I definitely want to repay this kindness.

★ACTION★ PLANS★

①Presentation of activities to staff at the school where I work

- Hold a presentation focusing on similarities and differences between Korean and Japanese education and culture. (Share not only the good things about Korea, but also the good things about Japan.)
- Distribute souvenirs with photos and messages about my experiences in Jeju Island.

②Conducting lessons about Korea for students at the school where I work

In July, I filmed a video of our school students asking questions they wanted to ask Korean students. I showed the video of the answers given by elementary school students I met during training and children from families who helped me during home visits, and conducted a cross-cultural understanding lesson for the students to think about the similarities and differences between Korea and Japan. I also conducted cross-cultural understanding lessons on education, culture, nature, and peace in Korea and Jeju Island.

③International exchange between students at my school and schools in South Korea

I will maintain the connections I made with South Korean teachers during my training and conduct international joint lessons with Seoul online. During these lessons, I would like to introduce myself and share the good things about each other's countries in English.

④Implementing activity reports for teachers at other schools

During the summer vacation, I will report on the content of the training and inform them that they can participate in international joint classes online, with the aim of increasing the number of people who are interested in international exchange.

⑤Posters

- Post posters about the training in the print room to inform colleagues who were unable to attend the debriefing session.
- Post posters on the windows of the English room to raise awareness about South Korea among students of all grades.

MY REFLECTION

Pyoseon High School (IB school) Vision: "Better Me, Better World"

As an IB designated school, it has descriptive and essay-based classes and focuses on inquiry activities and international understanding education. In addition, there is an environment in which students can concentrate on their learning for their future careers, such as being able to study at school until 9 p.m. In the presentation of inquiry activities aimed at solving local problems, some groups explained in English or asked questions and answers using English, so I was very impressed by their high level of practical English ability. The teachers' enthusiasm for education is high, and they are working together for their students.



nutritious,
good taste and
sufficient
quantity of
school meals!

Jeju Multicultural Education Center

This is a support facility for students with overseas roots to get used to life in Korea. In addition to language assistance, there were also fun events for cross-cultural understanding such as counseling and general support for life, and cooking classes, which were very fulfilling. If there are such facilities in various places, they will not be isolated and will soon be able to adapt to the area.

Jeju 4·3 Memorial Hall UNESCO Memory of the World

The most memorable place in this program. There were many facts that I could not have known without coming to this museum. I was impressed by the fact that not only the damage but also the historical facts of the perpetration were displayed without concealing it. It made me realize that we had to think the history from a multifaceted perspective, maintaining peace, and the importance of peace education. The next time I visit Jeju Island again, I would like to take more time to visit, including the stone monuments outside.



"White Monument"
waiting for the
official name of 4.3
to be engraved

Inhwa Elementary School and Home Visit

We did a Japanese culture class for sixth graders. The students behaved well and made their remarks lively. Japanese anime and manga were imported almost in real time, and popular works were similar to those in Japan. The classroom facilities were well equipped, and the desks and chairs were new and easy to use. I was also surprised that there was a full-fledged orchestra. As a home visit, I stayed with two other Japanese teachers. The host family welcomed us warmly and we had a great time. They also showed us a refrigerator for kimchi and a Korean traditional drawer. All the homemade dishes were delicious, and I could only thank them for their warm hospitality.



The Teachers of ROK-Japan 25th Anniversary Forum

Although it was a limited time, it was great that we could listen to the lectures and discuss together about Korean/Japanese schools, teachers' working conditions, educational contents, and international exchanges. We had a great time having a meal together I could have this experience because it was a face-to-face meeting.

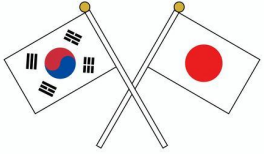
Raising awareness
of SDGs by the
leftovers counter!

Jeju Haenyeo Museum

The history and tools of haenyeo, who have been working as the mainstay of the family while doing housework and raising children, were on display. I learned that it is a dangerous occupation where sometimes they dive nearly 20 meters to catch shellfishes. Although it has become an intangible cultural heritage of UNESCO, the story of active female divers tells us there is a shortage of successors.



MY ACTION PLAN



1. Korea Program Report (after summer vacation)

① Introduction of Jeju in English class

The class starts from familiar topics such as schools, food, and homes, it leads to think about multicultural coexistence, international understanding, and peace.

② Posters posted in the hallway

Put up posters in the hallway as soon as the introduction of Jeju is finished.

2. Exchange activities with Korean school (during 2nd-3rd semesters)

It is undecided which school to do this exchange activities, I would like to interact with students of my class age from 6th grade to middle school age. By communicating in English, students will be able to improve their practical communication skills, cross-cultural and their home country understanding. I want to raise an attitude to explore the world.

Considering students' English skills, the topics I'm thinking about are as follows:

- ① school (PPT) ② our town (PPT)
- ③ SDGs activities (PPT) ④ popular things among students (PPT)
- ⑤ online exchange meetings (questions and answers) after ① to ④ activities



3. Research about schools and lifestyles in other countries and make English posters (2nd semester)

By researching and studying about other countries, find the differences and similarities with their own countries, and to raise awareness of cross-cultural understanding and multicultural coexistence.

4. Cross-cultural understanding through guest teachers

Through the talk of guest teachers, foreigners living in the local area, students will get to know about the foreigners' home countries and their lives in Japan. Students will think and discuss about what kind of society is good for everyone to live together. Then, students will practice what they can do for the better future life for everyone.

2025 Korean Government Invitation Program for Japanese Teachers and Staff Review of Activities

Jeju 4.3 Peace Memorial Hall

[Impressions]

I was shocked to learn that this was a cruel incident in history. I was also astonished about the fact that it could not be made public for so many years, for various reasons. In addition, as he explained the actual incident in detail, I felt that unless we continue to apologize, the victims and their families will never be able to forgive them. In addition, we must not forget that not only this incident, but all conflicts in history have victims.

[Future Prospects]

We would like to teach peace education in Hiroshima Prefecture by integrating what we have experienced here with moral education and special activities. All students are aware of the importance of pursuing international peace, but they are also aware of the difficulty of taking action. That is why we would like to have them think about what each of them can do now in concrete terms and put it into practice.

Japan-Korea Teacher Dialogue 25th Anniversary Teacher Forum

[Impressions]

Although I had thought I had a good grasp of the educational situation in Korea through my prior study, I was able to sense many commonalities in the actual dialogue with the teachers and staff. I was made to rethink my responsibility to “nurture people,” such as the image of the students I aim to educate and the concerns I have. In particular, it was a great achievement for me to be able to have dialogues with faculty members who specialize in teaching moral and social studies. I realized that historical events should be taught objectively and based on facts, and that moral education should cultivate morality with a focus on courtesy, which is why it is necessary to further deepen one's own knowledge. We were told that moral education teachers read a lot of philosophy books and other books. In order to cultivate morality without answers, I felt the need to learn the definitions, etymology, etc. of words from their essence.

[Future Prospects]

We would like to share the similarities and differences between the educational situations in Japan and Korea with our schools and the boards of education under our jurisdiction. We would also like to set up opportunities for exchange with Korean schools.

2025 Korean Government Invitation Program for Japanese Teachers and Staff Action Plan

Action Plan (Foster students' willingness to practice international perspectives.)

【The implementation of whole-school moral education in your school.】

« **Subject Name** » For World Peace

« **Moral Value** » International Understanding and Contribution

« **Purpose** »

Through activities to learn about the attitudes that Korean students value toward international understanding and contribution, we will foster an awareness of the importance of taking an international perspective, proactively seeking out what one can do for world peace, and putting it into practice, as well as a willingness to put into practice the desire to contribute to world peace and the happiness of humankind.

« **Outline of Class** »

○Value understanding (an aspect that we know is important but difficult) when considering international understanding and international contributions.

○Anticipate the attitudes that Korean students value toward international understanding and contribution.

○Students will learn about the actual direct experiences in Korea, how the children and students are doing, their thoughts on Japan during the home visit, the teaching policy of Korean teachers and staff toward Japan, and support for multicultural (various immigrant groups). To share the results of the questionnaire answered by the Korean children.

○Students will learn about the Jeju 4.3 Incident and consider the similarities with Hiroshima and the thoughts of the people.

○Reexamine one's way of life and think about what one can do from tomorrow. (A realistic plan, not just a grandiose one.)

○Reflection

« **Remarks** »

• In the form of a Korean training journal at the elementary school where he also works, he will introduce the school where he actually gave cultural lessons and introduce Korean culture.

• Share this lesson with Japanese teachers (especially those in Okinawa Prefecture: perspective on peace education).

• Seek opportunities for exchange with Korean schools for next year.

Korea Dispatch Program: Review of Activities



Visits to educational institutions

Through visits to educational institutions in Jeju, including Inhwa Elementary School and Pyosung High School, I was able to see the similarities and differences with Japanese schools. Because the schools in both countries are culturally and geographically close, I learned a lot from the visits.



Japan-Korea Teachers' Dialogue Forum

We exchanged opinions with Korean teachers about education, sharing the ideal student image and the direction of lessons. We also learned about areas in which Japan needs to focus more, such as character development through moral education.



Connecting with participants

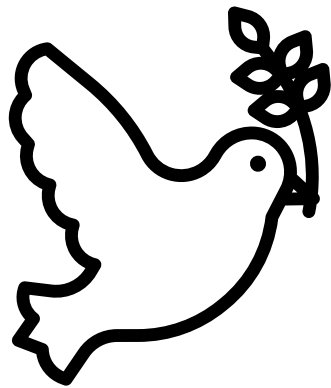
I was able to connect with the domestic teachers who participated in this dispatch program. I was able to discuss local issues and the direction that Japanese education should take with teachers from other prefectures, whom I don't usually have much contact with.

Action Plan



Sharing training content

During the in-school training, the contents of this training will be shared with the teachers at the school where the participants work, leading to a more fulfilling school life for the students. The contents of the training will also be shared with elementary schools in the school district where the participants work, with the aim of improving the educational capabilities of the entire town.



Peace education

I teach the Jeju April 3rd Incident as a peace education material to all students at the school where I work. I teach on the theme of thinking about peace through international understanding, and I want students to think about what is needed for international understanding and what they can do to create a peaceful future.

【Reflection】

① School Visits

At Pyoseon High School, we learned about the school's practical efforts in implementing IB education. What stood out most was how teachers design questions to help students take initiative and develop their own claims during class. This approach offered valuable insights into fostering students' critical thinking and expressive abilities. Additionally, at Inhwa Elementary School, we conducted a lesson introducing Japanese culture in Korean. Through these experiences, we were able to compare and contrast the educational and cultural similarities and differences between Japan and Korea from an educational perspective.

② Peace Education

It was an incredibly valuable experience to learn firsthand about topics such as unification education, peace education, and the Jeju 4.3 incident, which are not widely known in Japan. Being on-site and directly engaging with various stories, I was deeply reminded of the importance of reflecting on history and peace as we live in the present.

③ Japan-Korea Teacher Dialogue Forum

I had the opportunity to hear directly from Korean teachers about the initiatives in Korean schools. Although the countries are different, we share common challenges related to education. Therefore, exchanging information and ideas was a significant takeaway. Additionally, by communicating in Korean, I was able to engage in deeper conversations with Korean teachers.

【Action Plan】

① Report and Share Training Content

- Create an opportunity to report the training content to all the teachers at the school where I work.
- Based on the content of this training, conduct a cross-cultural understanding lesson to learn about the similarities and differences between Japan and Korea.

② Online Exchange Lessons with Korean Schools

- Establish a platform for international exchange between students from both countries to promote mutual cross-cultural understanding.
- Continue the exchange with the teachers I met in Korea.

REFLECTION

THROUGH TWO SCHOOL VISITS

① Pyoseon High School

This is an IB high school that focuses on educations children who can participate, present, and express themselves, rather than passing an university entrance exam. The teacher said something that left a deep impression on me, "When the questions change, the learning changes," left me a deep impression.

② Inhwa Elementary School

Through the school tour, I found that the facilities were much more impressive compared with public schools in Japan. We were able to see the high level of interest in education of the parents for example, homework, cram school and so on.

INTANGIBLE CULTURAL HERITAGE

Jeju Haenyeo Museum

The woman diver culture of Jeju was registered as a UNESCO Intangible Cultural Heritage of Humanity in 2016. Through the exhibits and lectures, I could feel the strength and hardship of the woman divers, who dive for to survive and receive nature.

PEACE EDUCATION

Jeju 4·3 Peace Memorial Hall

The 4·3 Incident was a tragedy that occurred after World War II. It is relevant to Japan, the U.S., and the Soviet Union. And it is impossible to clearly show who is right and who is wrong. The only thing that is absolutely right is that we must continue to think about creating a peaceful world for all. It made me think deeply about the rights and obligations of living in a divided nation, and what real peace is.

ACTIONS TO SUPPORT CHILDREN'S LEARNING

① Jeju Multicultural Education Center

The center provides supports to children and parents for immigrants from overseas, and also lends learning materials to schools.

② Jeju Institute of Convergence Science & Research

Not only can local students use the facilities, but also local children can learn science while having fun.

MY ACTION PLAN

① To trace my roots

There was beautiful nature and kind people. In addition, because of its sad past, Jeju people know the importance of peace and convey it to the future. I am proud to have such roots in Jeju. After all, my roots are my "strength. I would like to continue to use it in learning activities.

② To get hints to promote international understanding and multicultural education in the future

In order to promote such efforts, we need the time first. While there are a variety of educational issues, I thought it is important to select what is important for the school, cooperation among teachers. And I as an foreign language teacher, I should choose what I can do and to ensure that I have the time to do so. Therefore, I would like to have opportunities to share what we learned in the training with teachers in our own and the other schools.

③ To know how they learn a foreign language in an English as a Foreign Language (EFL) environment

As a premise, Korean students have more interest than Japanese students, so it was different environment than I expected. However, It's important that I tell the necessity to learn English and create activities through real conversation online.

In summary, I would like to rethink the three aspects of Biesta's education that Mr. Yeongsi mentioned. Of course, school is a place that guarantees qualification, but school is also a place for "education". Therefore, it is necessary to have a good balance of socialization and subjectivization. We must continue to think about what is "good education" and let students encounter "good questions".

Reflection



Visit to Pyoseon High School

I observed a session in which students presented the results of their "project"-based learning. The process of identifying issues from familiar topics and deepening their own thinking through inquiry closely resembled Japan's Period for Integrated Studies. I was once again reminded that, in order to nurture children who will thrive in the society of the future, teachers themselves must continuously seek ways to cultivate students' abilities to think critically and express themselves effectively.

Through Korea-Japan dialogue

It was an invaluable opportunity to engage in meaningful discussions with many teachers from both Japan and Korea, exploring challenges and innovations in the educational field from a variety of perspectives and learning from one another. We also had time to share concerns and thoughtfully reflect together on how to support students' academic growth and overall development while maintaining a healthy work-life balance as educators. The experience reaffirmed the importance of teachers' own well-being in creating the best possible environment for children.

Visit to Inhwa Elementary School

Through observing classes and students at the school, I was struck by the familiar expressions and reactions that closely resembled those of Japanese children, which fostered a sense of connection through our many shared traits. I was also surprised by the cultural similarities between the two countries, including aspects of traditional culture, current trends, and language.

At the same time, I learned that Korean social studies classes include lessons on Japan's colonial rule, and some students expressed feelings of unease toward Japanese people. However, during the cultural exchange lesson, one student commented, "Now I want to learn more about Japan," which reaffirmed the value of this kind of exchange.

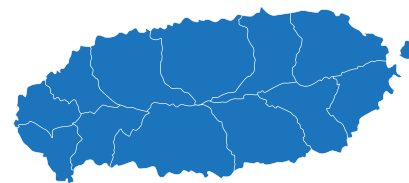
This experience made me realize how important it is, for the sake of future international understanding, to actively express one's thoughts and feelings to others through words and actions.

Jeju Haenyeo Museum

Through learning about the haenyeo of Jeju Island, I gained an understanding of how they have survived harsh environments by living in harmony with nature and uniting the strength of their community. I felt that the women of Jeju, who have endured a tragic historical background, are strong and resilient. Additionally, I recognized once again that environmental issues, such as the changes in Jeju's seas caused by climate change, are common challenges that transcend regional boundaries. This experience made me deeply aware of the necessity for all of us to cooperate, think collectively, and take action moving forward.



Action Plans



Sharing with Students

Introduce aspects of school life, culture, and trends in Korean elementary schools, focusing on similarities and differences with Japan. To ensure that students enjoy learning, employ engaging methods such as slides and quiz formats. Additionally, present environmentally conscious local initiatives learned on Jeju Island as well as practices from each school, providing students with opportunities to broaden their perspectives.

Sharing in Staff Training

Share at in-school training sessions the insights gained through information exchange with Korean teachers, including curriculum development, effective use of ICT, and innovative teacher deployment strategies. Additionally, use slides to present approaches to fostering students' critical thinking and decision-making skills, as well as methods of educational support.

Collaboration with Partner Schools

Share the information on environmental conservation gained on Jeju Island with the elementary school in Seoul, where joint learning on the theme of "climate change" is being conducted, and encourage the integration of this knowledge into future learning activities.



Reflections on the training program in South Korea

<Pyo-Son High School>

- I was surprised by the students' high motivation to learn and the rich content of their presentations, as they actively engage in exploratory activities such as solving local issues. I also learned that the teachers systematically create an environment where students can do what they want to do and encourage them to do so. It was refreshing to see an IB school, which does not exist in Nagasaki Prefecture, and the students being nurtured there. I learned that university entrance exams are changing in South Korea just as they are in Japan, and I felt that Japan must carefully consider what kind of high school students it wants to nurture and what kind of education it should provide to achieve that goal.

<Infa Elementary School>

- Various efforts were made to create a comfortable environment for students, such as installing natural grass and counseling rooms. I also learned that the school is actively working to solve social issues such as food waste and the increase in dual-income households, and I thought it would be good if Japan could also take on such challenges. In class, I got the impression that many students were interested in learning about Japan. I also had a fulfilling lunch break, during which I was taught Korean games.

<Home Visit>

- The mother at the home visit had lived in Japan, so she spoke Japanese very well. It was heartwarming to see that the child attending Infa Elementary School had such a positive image of Japan that they were even learning Japanese on their own. The family was very kind, and we are still in contact through KakaoTalk. I want to cherish this connection.

<Jeju 4·3 Peace Memorial Museum>

- I learned that the initial trigger was a very minor incident, but it led to a long period of struggle. I realized once again that peace is difficult to achieve, but it is very important. I was also surprised to learn that for 40 years, people were unable to speak about the situation. I felt that the desire to "protect one's country" is something that resonates with the wars happening today.

<25th Anniversary Japan-Korea Teacher Dialogue Forum>

- Many of the educational challenges in Japan were similar to those in Korea, and it was memorable to discuss them together with Korean teachers. In Korea, there is a strong emphasis on "student-centered education," and this approach is being implemented not only in schools but across the entire country.

Action Plans

<Training Report at School>

- I will give a training report using PowerPoint at the staff meeting in September for faculty members.

<Home Economics Class>

- During this training, I was able to experience Korean food, clothing, and housing, so I would like to incorporate this into my home economics class.

<Exchange with Students from Myungho High School>

- In January, high school students from Korea will visit our school, so I would like to prepare to extend the same hospitality I received to them. I would like to discuss with the training department teachers how to make the exchange between the teachers and high school students as meaningful as possible. Translated with DeepL.com (free version)

REFLECTION

School Visits – Pyoseon High & Inhwa Elementary

- At Pyoseon High School, an IB (International Baccalaureate) school, I observed a presentation event. It was impressive to see students confidently presenting in English their own solutions to social issues they had considered. I truly felt the value of exploratory learning, where students confront questions with no clear answers and deepen their own thinking. What stood out regarding the teachers' involvement was their approach—not “teaching the answer,” but guiding learning through the “quality of questioning.”
 - At Inhwa Elementary School, a division of labor system was well established, allowing homeroom teachers to focus on teaching. There were no responsibilities for lunch supervision or cleaning supervision, as these tasks were handled by contractors or specialists. While teachers could concentrate on classes, they were also enthusiastically involved in after-school programs, often staying late into the evening. I sensed a reality of greater educational investment and heavier workloads than in Japan. It also gave me an opportunity to rethink what I had taken for granted in Japan, such as the way student guidance is handled and the overall sense of burden in education.
- ※ School lunch is free through high school.

Learning for Peace – Jeju 4.3 Peace Park

- Through learning about the “Jeju April 3rd Incident,” I came to know a tragic history where even speaking about it was once forbidden.
 - Who is right and who is wrong?
- Faced with a reality where such lines cannot be easily drawn, I felt the deep complexity of war and division.
- Confronting the preciousness of life and the unspeakable suffering, it became a moment to reflect on the true essence of “peace education.”
 - The history and background overlapping with Okinawa sparked a strong desire to share this with children living in Japan.
 - I was reminded that education is a “bridge” connecting the past to the future.

Educational Support Environment

- At the Multicultural Education Center, individualized support and cultural education are provided for children with foreign backgrounds. There is a support system in place not only for the children but also for their parents, with collaboration among teachers, communities, and specialists—this structure was insightful.
- At the Jeju Institute for Fusion Technology, I was impressed by the integrated operation of science and technology high schools, research institutes, and science museums.
- There were abundant opportunities for instruction in collaboration with professional research institutions, career education, and exposure to cutting-edge technologies.

Jeju’s Cultural Heritage – Haenyeo Museum –

- I was deeply moved by the life-risking work of Jeju’s Haenyeo (female divers) and their supportive community.
- I felt the strength and pride of these women who continued to support their families while facing harsh natural conditions.
- I also learned for the first time about the history of Japan exploiting marine products during the colonial era and about the activities of Haenyeo around the Takeshima area.

ACTION PLAN

- ① Conduct lessons introducing Korean elementary school life and culture to the students in the grades I teach, as well as to other grades upon request.
Use photos and videos from Jeju Island to make the lessons accessible and enjoyable for the children.
- ② Hold briefing sessions for staff to share information about the Korean education system.
Focus on the differences between Korean and Japanese education to provide useful insights for future practice.
- ③ Report and share the knowledge gained from this program during opportunities for teachers and staff in Ishigaki City (such as in-school study groups and block meetings),
contributing to a wider understanding of Korea.

Reflection

school visit

- It was found that Pyosung High School has established "inquiry-based learning," "cross-disciplinary learning," and "fostering an international perspective" through the implementation of IB education.
- Through cultural classes at Inhwa Elementary School, we gained insight into how to foster intercultural understanding and a global perspective.

Natural and Cultural Heritage

- Seongsan Ilchulbong is a huge rocky mountain formed by an undersea eruption 100,000 years ago. It was very meaningful for the science students to be able to experience this living educational material firsthand.
- The "Meet the Ama" program provided an opportunity to think about the role and cooperation of museums and local communities as educational communities outside of school.

Visits to educational institutions

- It would be great if more facilities like the Jeju Multicultural Education Center, which run educational programs to raise students' intercultural sensitivity, were to be established in Japan, further promoting multicultural coexistence education.
- Peace education is essential in any country. I want to remember what I learned at the Jeju April 3 Peace Memorial Hall: "Memory is a responsibility to the future."



Action Plan

①Business trip report completed (end of July)

The program aims to deepen mutual understanding between Japan and Korea by informing teachers and staff at the schools where they work about the similarities, differences, and points of difference between the educational systems, environments, and cultures of Korea and Japan.



②Shared within Saito City (during August)

As the person in charge of foreign language and international understanding education, I will prepare presentation materials regarding training in Korea and share information through the city board of education.



③International exchange between the school where I work and a Korean elementary school (November-December)

Intercultural exchange takes place through letters, pen pals,



Korean Government Japanese Teachers Invitation Program: Review of Activities

1. Inter-School Exchange through PBL

On July 15th, we observed a presentation on inquiry-based learning at a visiting school. Based on the presentation, we proposed a project and decided to conduct an online project starting in September.

2. Peace Studies

I felt the difference between "Japan, 80 years after the war" and "Korea, where war is still a reality." While it is difficult to foster this awareness in building a partnership between students from both countries, I believe it is an important issue.

3. Networking

We were provided with an opportunity to share information with educators both in Japan and abroad, which opened up the possibility of conducting joint projects.

4. Elementary School Classes

As I have only taught in high school, I learned a lot from the elementary school teachers about creating a comfortable atmosphere for classes taught entirely in English.

Action Plan

Online Project Implementation - Discussion on Japanese and Korean History Textbooks

September: Recruiting Project Participants

October: First Online Exchange (Self-Introductions)

November: Second Online Exchange (Opinion Exchange)

Information Sharing with Students and Staff

Students: Reporting during Integrated Inquiry Time

Staff: Reporting at Staff Meeting

Reflection

What struck me most strongly overall was the realization that, only 60 years after the normalization of diplomatic relations between Japan and South Korea, it is only natural that there are still many challenges to be addressed. After all, relations between neighboring countries are inherently difficult — take Britain and France, India and Pakistan, Russia and Ukraine, or the recent incident between Thailand and Cambodia.

I feel that it will still take considerable time for the problems between Japan and South Korea to be resolved in a way that is truly satisfactory to the people of both countries. There are limits to what a nation can do, and with an increasing number of unstable and precarious governments, there is also concern that Japan and South Korea may be caught up in or destabilized by such situations. Through this program, I once again felt the potential role that only education and exchange activities can fulfill. I sincerely thank everyone who prepared and welcomed us with great effort and dedication.

Action Plan

① To share what I learned from my visit to South Korea with people inside and outside the school

As part of our activities as a UNESCO School, I will share what I have learned in relation to “peace” and “human rights” during International Peace Day and Human Rights Day in September and December.

② Exchange and collaboration with schools in South Korea



We would like to collaborate on joint projects such as online exchanges and sharing videos and posters for international days.

Reflection

● Teacher Dialogue:

I realized the importance of mutual understanding beyond nationality, age, and position. By sharing our local realities and discussing hopes for the future, I strongly felt that international exchange always brings a positive and bright atmosphere. I am determined to continue engaging in such meaningful exchanges.

● School Visit:

By observing IB education in action, I gained valuable insights that cannot be learned from theory alone. During the cultural lessons, we introduced Japanese culture and traditional games. The students' earnest and joyful participation was deeply inspiring.

● Home visit :

Experiencing daily life in Korea firsthand was a precious opportunity. I was warmly welcomed by the host family, and it allowed me to spend truly fulfilling and happy moments.

Everyone I met through this training treated me with incredible kindness. I believe it is thanks to the 25 years of continuous effort by both teachers that I was able to be there. I want to take action so that I can give back what I have received and continue building these connections. I am deeply grateful to everyone involved in this program.



Action Plan

① Online International Exchange with Korean Schools

Through the connections I built with local teachers during this visit, I will organize regular online international exchange sessions between my school and Korean schools. These exchanges will offer opportunities for students to deepen their understanding of each other's cultures, histories, and school lives. By doing so, I hope to foster students' interest in and understanding of international issues, and lay the foundation for future learning and meaningful cross-cultural interactions.

② Sharing the content of the training

I would like to share what I learned about the characteristics of Korean education and Korean students' reactions during a Japanese culture class with our students through Integrated Studies and class activities. I also plan to share specific practices of IB schools and Korea's approach to international education with fellow staff during training sessions. By sharing these experiences, I hope to promote greater awareness of international understanding and multicultural coexistence throughout the school. I also aim to give students opportunities to broaden their perspectives and build a foundation for developing interest in other cultures and proactive learning.

Korea Dispatch Program: Review of Activities



Thinking about the attitude of an educator

I visited the Jeju Island 4·3 Incident Peace Memorial Museum and learned that education can sometimes hurt people. Not only words, but also daily behavior and atmosphere can be conveyed to children as “education.” Witnessing the Korean teachers' thoughtful interactions with the students and their strong commitment to education during my school visit, I deeply reexamined my own attitude as an educator, realizing that it is not “how to speak” but “how to be” that is important.



Experience the “now” of Japan and South Korea firsthand

Through home visits and faculty exchanges, I experienced very warm interactions. I was able to see the pro-Japanese attitudes of the students and faculty and feel our shared culture and educational views, which made me strongly feel the possibility of walking together toward the future. On the other hand, I keenly felt the language barrier and the frustration of not being able to fully convey my thoughts. I was reminded of the importance of learning languages so that I can express myself in my own words.



Reexamining Japan from the outside

I was deeply impressed by the enhancement of learning environments both inside and outside schools in South Korea, as well as the investment in education. On the other hand, I also felt that there was a tendency for collaboration between staff members and between schools and the community to become compartmentalized. In that regard, I was once again reminded of the strengths of Japan's “team school” approach, which emphasizes comprehensive support and collaboration. I would like to aim for the creation of a better educational environment by leveraging the strengths of both countries.



As an educator and special needs teacher...

Through the training, I was reminded of how educators' words and attitudes can unconsciously influence children, and I learned the importance of approaching educational issues from multiple perspectives.

Schools are a microcosm of society, and I believe that school nurses play a role in sensitively identifying and supporting the various challenges that exist within them. I was once again reminded of the need to pay attention not only to local issues but also to broader societal trends and structural problems. Moving forward, I aim to continue cultivating diverse perspectives and strive to be an educator and school nurse who can truly connect with the hearts of each individual.



action Plan

✓ Holding of a multifaceted sharing session on training content

Not only within the school, but also with the participation of special needs teachers and education professionals from across Nagano Prefecture, a briefing session was held on topics such as understanding Korean culture, supporting students with foreign roots, and the future prospects for special needs teachers.

✓ Spreading awareness about different cultures

I will disseminate the knowledge and awareness we have gained through training on this issue and create opportunities for deeper understanding through health newsletters, team teaching classes, and other means.

✓ Toward Japan-South Korea friendship

I will plan and hold conferences to understand Japanese and Korean culture, and implement them for interested students.
We will continue to regularly interact with the teachers we met in South Korea.

✓ 연수내용의 다각적 공유회 개최

학교 내 뿐만이 아니라, 나가노현내의 양호 교사·교육 관계자도 함께해, 한국의 문화 이해나 외국에 뿌리가 아동 학생에의 지원, 양호 교사의 전망등을 테마로 보고회를 실시.

✓ 다양한문화정보발신

보건 소식이나 T·T에서의 수업 등을 통해서, 연수로 얻은 지견이나 과제 의식을 넓게 발신해, 이해를 깊게 하는 계기 만들기를 실시한다.

✓ 한일 우호를 향하여

희망하는 학생을 대상으로 한일 문화 이해를 촉진하는 모임을 발족·기획한다.
한국에서 만난 선생님들과 정기적으로 교류를 이어간다.



Review of activities

<Elementary School>

- There was a robust mental health support system in place, including full-time counselors.

<High School>

- Schools that are shifting from cramming education to exploratory learning seem to be popular these days.
- I was surprised to see students staying at school until 9:00 p.m. to study. Translated with DeepL.com (free version)

<Home Visits>

- We visited Korean homes and deepened our exchanges while eating dinner together.

<Jeju 4.3 Peace Memorial Museum, Jeju Haenyeo Museum>

- I learned about the history of Korea and Japan, which is not well known among Japanese people.
- I felt that it is important to understand each other's history and culture and engage in dialogue in order to achieve peace.

<Japan-Korea Teacher Discussions>

- We deepened our exchanges by listening to teachers from various school types and positions talk about their school environments.



Action Plan

① Writing reports and research papers at school

- Report on training at staff meetings.
- Record experiences by writing articles for the school's research collection.

② Conduct Japan-Korea exchange activities in cooperation with homeroom teachers and subject teachers.

- At a staff meeting, I will report on the training and recruit teachers who are interested in international exchange between Japan and South Korea.
- I will discuss the details with interested teachers and act as a liaison for the exchange.
- Once the details have been finalized, I will apply to the Seoul Metropolitan Office of Education for an international joint class.
- If no teachers are interested, I will first conduct activities within the school to convey the necessity of international exchange.

PYOSUNG HIGH SCHOOL

Development of classes emphasizing inquiry, dialogue, international understanding, and thinking skills as IB schools

Create a secure environment where others will accept you even if you express your thoughts rather than just giving you physical and mental security.

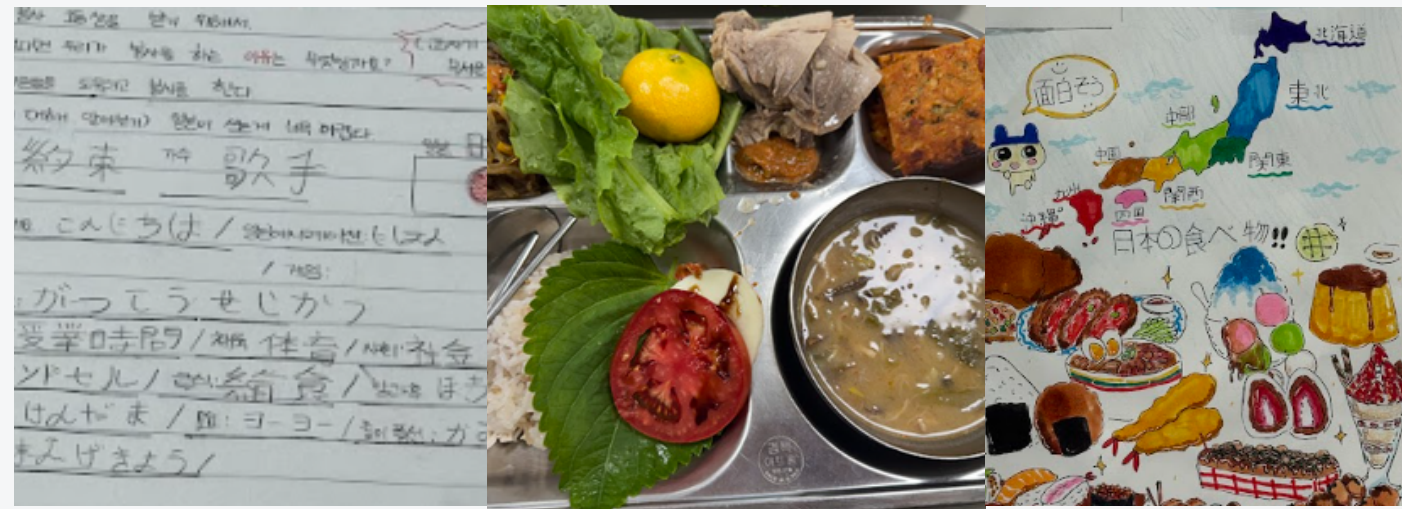


INHWA ELEMENTARY SCHOOL

Inhwa Elementary School Famous for School Meals

Of course, it was delicious. ☺

In the guidance on school meals, it is possible to improve the culture left behind, or to avoid congestion by dividing the time by grade



HOME VISIT

The bond deepened by visiting historical buildings in Korea, going to markets, and eating together. They also taught me about various Korean cultures.

They invited us not only that day but also another day and welcomed us.



JAPAN-KOREA TEACHER DIALOGUE FORUM

We discussed similarities and differences in education between Japan and South Korea. We were also able to discuss each other's educational issues. There were some difficulties to improve, but just finding out that we were both worried about it made me feel relieved.



JEJU 4.3 PEACE MEMORIAL HALL

It was an opportunity to think again about peace. We must continue to pursue history. It must be properly communicated to future generations. As a teacher, I felt like I had a big role to play.



① STAFF BRIEFING SESSION

Objective: To share the knowledge gained through field visits and faculty exchanges in Korea, and to communicate and share the perspectives of "peace" and "multicultural coexistence" in education with teacher verbs

⇒ "How do you make students feel peace?" "What do you do with bean-throwing with cross-cultural understanding?"

② CLASS: INTRODUCTION OF KOREAN CULTURE, ETC

Objective: Share the learning learned through the Korean program with students and think about diversity, peace, and connection with the world in your own way

Contents: On-site introduction using photos and videos/Impression (Korean educational sites, children's lives, culture changes, etc.)

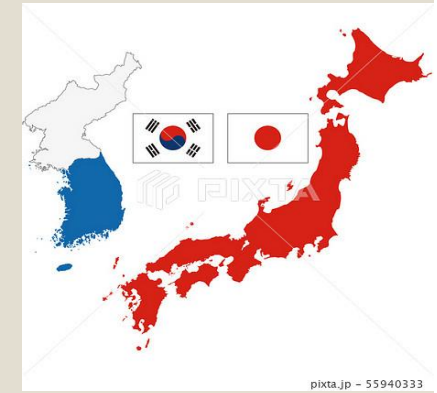
③ POSTED: GLOBAL CITIZENSHIP EDUCATION

Objective: Visual communication of perspectives and materials obtained from the Korean program so that students can have an opportunity to connect with the world

Contents: Post each of them in keyword posts ("Culture", "Education", "Multicultural Coexistence", "World Citizens", "Peace") After that, create a space where students can freely post their own thoughts

Japan-Korea Teacher Dialogue Program 2025: Review

~An educational community created by everyone together~



①Fresh encounters, emotional reunions

=I had the wonderful opportunity to meet people involved in educational practices in Japan and South Korea.

②Sharing the natural environment between Korea and Japan

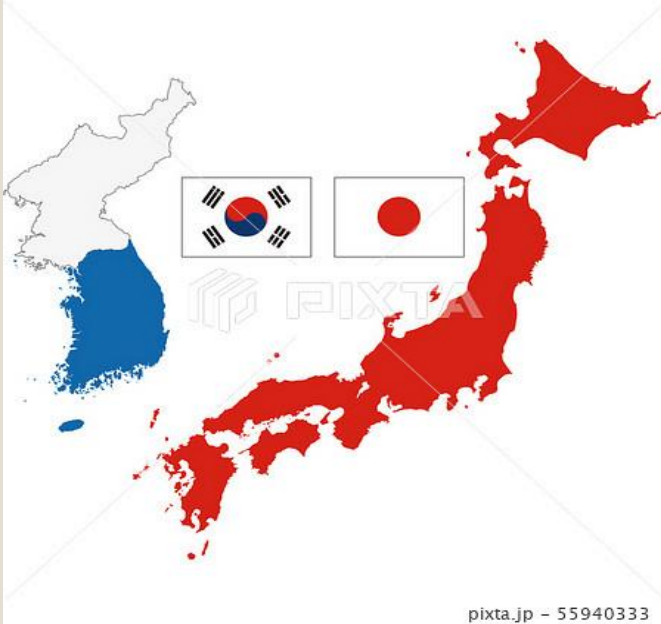
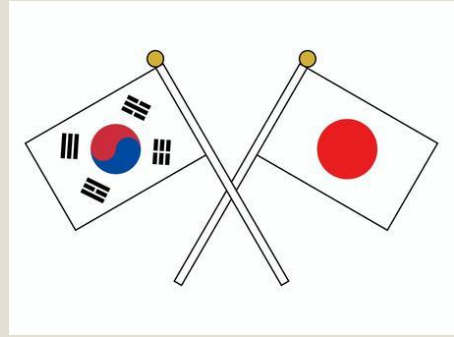
=Jeju Island is blessed with a rich natural environment, including geoparks and Olle trails. We would like to discover this richness together with Japan, including the preservation of the ama culture.

③Overcoming Korean and Japanese perceptions of history

=It is important to engage in ongoing dialogue to overcome the negative aspects of history by sincerely addressing historical issues such as colonial rule in modern Japanese-Korean relations and the April 3 Incident after liberation, in order to build a future-oriented relationship between Japan and South Korea.

A bridge between Korea and Japan

~Vision for sustainable mutual understanding~



【Action Plan】

① Continuing dialogue between South Korea and Japan

= By building bridges between our hearts, we can break down the walls between us.

② Promotion of friendly exchange between Korea and Japan (face-to-face and online)

= At the end of July, 60 high school students selected from across South Korea through the JENESYS program visited our school for an exchange program!

③ Passing on the memory of the Great East Japan Earthquake, March 11

= Passing on the memories of the Great Earthquake to the next generation and sharing lessons learned to protect lives.

○Realizing Cross-Border Dialogue

○Realization of a High School Disaster Prevention and Peace Forum

reflection



01 Visiting high schools and elementary schools

The high school we visited had adopted the IB program, and the students were working on social issues. At the elementary school, we gave a lesson on Japanese culture. The children had prepared welcome cards with Japanese anime characters drawn on them, showing that they had been learning about Japanese culture even before our visit. At both schools we visited, we felt that the children were actively engaged in learning through their activities.



02 Exchange between Japanese and Korean teachers

I felt the passion of Korean teachers for education. For example, with regard to IB education, many teachers shared a common understanding of the educational philosophy and teaching methods centered on the leader teacher, and worked as a team to put education into practice. I had heard that they worked late hours, so I thought there might be issues with their work style. However, from their discussions about refreshing themselves during long vacations, I understood that they were maintaining a healthy balance between work and vacation.

03 Culture of Jeju Island

I learned about the culture of Jeju Island from the past to the present, including the Jeju 4.3 Incident and the Jeju sea women. By learning about the historical background, I felt that people's connections deepened. In addition, I saw the establishment of facilities for the formation of a multicultural society in the future, such as the Multicultural Coexistence Center, which can respond to the increase in children with foreign roots. Various efforts are being made to ensure that people living on Jeju Island can live in a happier environment.

action plan

Goal

I want to work together with other teachers to enhance our efforts toward “multicultural coexistence” in order to realize a happy society.



01 Giving back to students

- Hold an exhibition at the international understanding booth during the school festival.
- Incorporate what was learned during the training into lessons on multicultural coexistence.
- Consider feasible exchanges between students based on their wishes.

02 With teachers from Japan and South Korea

- Plan training sessions at venues such as “in-school training.”
- Value connections with Korean teachers and strive to facilitate exchanges between students and teachers in accordance with each other’s needs.

Reflection

① Visit to Pyoseon High School

This was a valuable opportunity not only to learn an overview of the IB (International Baccalaureate) education, but also to directly observe the students studying there. What left a strong impression was how earnestly the students presented their own projects, making full use of Korean, English, and translation apps. Under the vision of "Better Me, Better World," we could clearly see how hard the students were working with an eye toward their future.

② Visit to Inhwa Elementary School

As an elementary school teacher myself, I was able to observe the school with a focus on comparing Japan and Korea. I was surprised to learn that the school actively engages in international exchanges, including with Cambodia and the Philippines. I also saw how much the students enjoyed participating in activities on their own initiative. Just like at Pyoseon High School, I felt that both children and adults had very positive feelings toward Japan. We conducted a cultural exchange class and were able to share about Japanese schools and children in an enjoyable way.

③ Visit to the Jeju April 3rd Peace Memorial Hall

We learned about the "Jeju April 3rd Incident," which is likely little known in Japan, through detailed photo exhibits and an enthusiastic guide's explanation. The visit reaffirmed the importance of learning history.

④ 25th Anniversary Korea-Japan Teacher Dialogue Forum

I had conversations with Korean teachers from a variety of school types. Even though we are from different countries, learning that many teachers are interested in Japan and working hard was a great source of encouragement for my future career as an educator.

Action Plan

① International Understanding Classes

Based on this program in Jeju Island, special classes are given on topics like “Schools in Korea” and “World Heritage Sites.” Children learn about different cultures using photos, videos, and real items.

Examples: Where is Korea? / Korean greetings / Hangul letters / Korean schools / Similarities and differences between Japan and Korea / Popular Japanese culture in Korea (like anime and music) / Cultural exchange classes at Inhwa Elementary School

② Program Reports for Teachers

Teachers share what I learned in Jeju during staff meeting. I talk about the importance of global education and give examples of how to teach it. We also share useful ideas, contacts, and methods. To make it fun, quizzes and games are included.



③ Sharing Messages to Expand Children’s Views

Teachers share messages like “The world is big,” “Different cultures are fun,” and “Learning new things is valuable” in everyday classroom life. Activities help students realize that their lives are connected to people from other countries.

Examples: World map displays / Posters in and outside the classroom / Class newsletters / Foreign songs / Looking deeper into textbook topics / Researching foreign products and cultures around them

01

Reflection

2025 Korea Government Invitation Program for Japanese Educators

Becoming a part of the history of the Japan-Korea Teacher Dialogue

Through the ceremonies and forum, I learned about the history of this program as well as the dedication and thoughts of those who have been involved. I strongly felt a desire of many people to continue to this exchange, despite many obstacles such as international tensions and the COVID-19 pandemic. I also felt truly happy and honored to be part of the 25-year-long journey of educational exchange between Japan and Korea.

Active Teacher Exchange

This program provided me with the opportunity to meet many inspiring people. The Japanese educators who gathered from all over the country were highly motivated and proactive, and I was greatly inspired by them. I was also impressed by the discussions I had with Korean educators about the challenges facing in each country. Sharing time with Korean teachers allowed me to feel a genuine sense of connection.

Experiences That Are Not Possible Through Personal Travel

Visiting schools and interacting with the students there, as well as visiting the home of a student is the most memorable experiences. The students kindly answered questions collected by my own students before my departure, and I plan to share their responses in class after returning to Japan. During the home visit, we had a lively and engaging conversation, allowing us to discuss topics such as education and family life in depth.

02

Action Plan

2025 Korea Government Invitation Program for Japanese Educators

Finding a Partner School for Online Exchange

During this program, I couldn't find a partner school. However, I was able to learn about several ways to connect with a potential partner school, such as programs that help match schools for exchange. This was a valuable takeaway for me. I will work on clarifying my vision for the kind of exchange I would like to pursue and take steps to make Japan-Korea exchange a reality at my school.

Exchange Between Students

Students at my school made questions in English that they wanted to ask to Korean students. Korean students kindly answered them. I will share these responses in class to help my students learn about the daily lives of Korean children and what is currently popular in Korea. Through this, I hope to spark their interest in international exchange and cross-cultural understanding.

Incorporating What I Gained from This Program into My School's International Exchange Activities

The most meaningful experience during this exchange program was the home visit. Even in a short time, we had a rich conversation and share a heartfelt connection beyond the language barrier. At my school, securing host families has been a challenge, but I realized that a "home visit" without an overnight stay could be a more accessible form of exchange. I am currently working to make home visits a reality as a new form of teacher exchange. I was also deeply moved by the warm hospitality shown by the Korean students. I would like to incorporate some of their wonderful ideas to welcome guests at my school.

Reflection

Connections between people

Through dialogue between Japanese and Korean teachers, I realized it is possible to lay the foundation for international exchange and understanding. I also felt that this can be achieved when people connect with each other.

Seeing is believing

When it comes to international exchange and understanding, merely hearing about others' experiences is nothing more than empty theory. I realized once again how important it is to see and experience things for myself.

Shared views on education

A Korean teacher told me that there is a gap between the "ideal" and "reality" of education in Korean high schools due to university entrance exams. I think this is common in both Japan and South Korea.

Happy School: An educational community created by everyone together

What impressed me most was how the children embodied the joy of learning and understanding during the cultural lesson. This experience reaffirmed the importance of the fundamentals of education.

From a 'close yet distant country' to a 'close country'.

I learned about aspects of South Korea that I had not seen in the news or read about in newspapers. I was particularly impressed by what my host mother said during my home visit: 'The social and educational problems that Japan is facing now will become South Korea's problems in the near future.' As the issues faced by neighboring countries are similar, I believe that fostering greater mutual understanding, cooperation and collaboration between Japan and South Korea could help them solve each other's social and educational issues.



Action Plan

Presentations in English classes

In my English classes for 1st and 2nd graders, I will give presentations on topics such as Korean history and culture, putting into practice what I have learned and experienced during the program.

Poster Exhibition at the School Festival

I will create a poster to share my learning and experiences from the program with students of all grades, as well as teachers, parents, and community members, at the school festival.

Online International Exchange

I will plan to conduct an online international exchange with Korean high schools in English classes or in homeroom activities.



MEMORABLE POINTS WHEN LOOKING BACK AT THE ACTIVITIES

① Ability to use multiple languages.

→ (1) When I went to Pyoseon High School

- Many of students are able to communicate in Japanese.



(2) When I went to Inhwa Elementary School

- Skill and understanding of English, Vocabulary, Speaking (In the class)

② Actively of Children

→ (1) When I went to Pyoseon High School

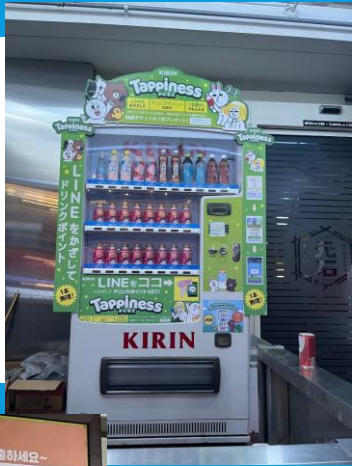
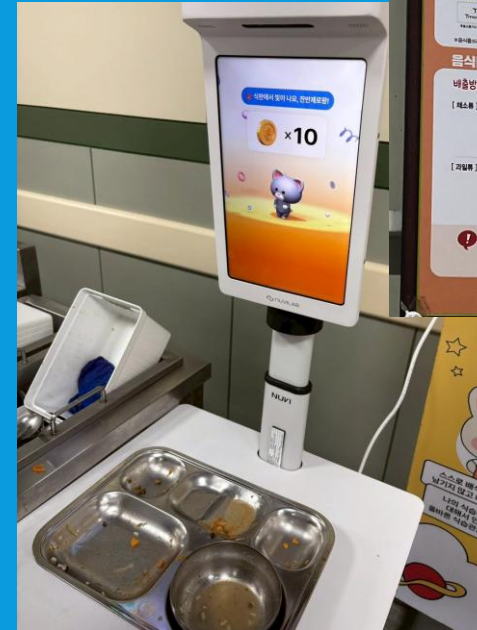
- Field survey
- Research and creation leveraging their areas of expertise

(2) When I went to Inhwa Elementary School

- Interest, motivation for international exchange.
- Passion for obtaining the information they want.

③ Environmental Protection

- Initiatives to address food loss and methods for disposing of food waste.

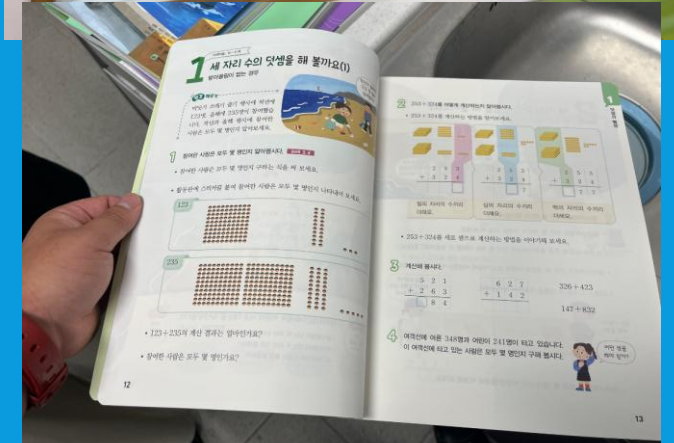


MY ACTION PLAN!

① Debriefing Session for School Staff

I will share what we learned and felt through visiting schools and educational facilities in South Korea, as well as the encounters we had with people. This will serve as an opportunity to consider how to improve our school's educational activities.

- ② Conducting an international understanding lesson for students and parents.
- On Saturday, September 20th, during the public ethics lesson, we will hold a presentation on our visit to Korea as part of the "Comprehensive Study Time," following the ethics lesson on "Three Countries" (The story about the international understanding.). We will also offer a public lesson on international understanding and goodwill (focused on things familiar to children, such as schools and food). The goal is to increase the children's interest and concern for international understanding.
- ③ Conducting a joint Japan-Korea class.
- Based on the children's interests and concerns, we will conduct exchanges with the teachers we met during our visit or with schools introduced to us by the Seoul Metropolitan Office of Education or the embassy. This will be done as needed, from offline communication like letters to online exchanges via platforms like Zoom.



What I thought throughout the entire program

Everyone on the Korean side who was involved in this program showed us that they did their utmost to make our stay in Korea enjoyable. It was clear that this program is still cherished by those who were involved. I would like to express my sincere gratitude to the Korean people for their efforts. I have no way of knowing how the people I met in Korea feel about Japan. However, I will always remember the warm welcomes and smiles I received wherever I went. I was reaffirmed in my belief that peace is built on the foundation of the warm fellowship created by the kindness and goodwill of each and every one of these people. As an educator, I feel it is my mission to provide students, who will be responsible for the next generation, with experiences that will bring them closer together. There is always a future for children and education. I would like to contribute to the warm circle of exchange that has been passed down through the 25-year history of this UNESCO program and pass it on to future generations.

Action plan

English Class Development

- Create lessons that allow students to explore questions related to International Baccalaureate education.
- Develop a curriculum and worksheets for essay writing classes using this approach.

Sharing Knowledge

Grassroots Activities:

PTA: Broaden parents' understanding of, and collaboration with, Korean education.

Study tour to Korea

The ESD subcommittee of the Chiba Prefecture High School Education Research Committee is planning a study tour to Korea. (The application for a grant through the system is being processed.)

Things we need:

- Collaboration with the UNESCO School of Korea

Things we want to do:

- Experience classes and fieldwork on history and culture at a Korean high school
- Provide opportunities for young people to exchange and build relationships
- Conduct workshops to experience traditional Korean culture (hanbok, etc.) as part of pre-workshops

After the program, students will have an opportunity to present what they have learned and the results of the project to relevant people inside and outside the school. We are seeking to initiate a sister school partnership with a Korean high school and are open to accepting students from Korea.

[Reflection]

Encounter, learn, communicate, and... Connect with each other ~The True Form of International Exchange I Felt in Jeju Island, South Korea~

☆ Visiting Pyoseon High School ☆

It was impressive to see the students proactively and collaboratively engage in exploration activities on social issues such as marine pollution from a glocal (Global + Local) perspective.

I was impressed by the way they tried to address different perspectives and questions from Japanese teachers, and creatively expanded their learning.

☆ Visiting Inhwa Elementary School ☆

In addition to touring the facility, I was able to actually teach a class and directly experience the reactions and interactions with Korean elementary school students.

All facilities at Inhwa Elementary School embodied a "child-first" philosophy. Witnessing children having a variety of experiences in a wonderful educational environment gave me an opportunity to rethink the state of education.

☆ Home Visit ☆

It was a very valuable experience to have the opportunity to visit a Korean home at this stage of life.

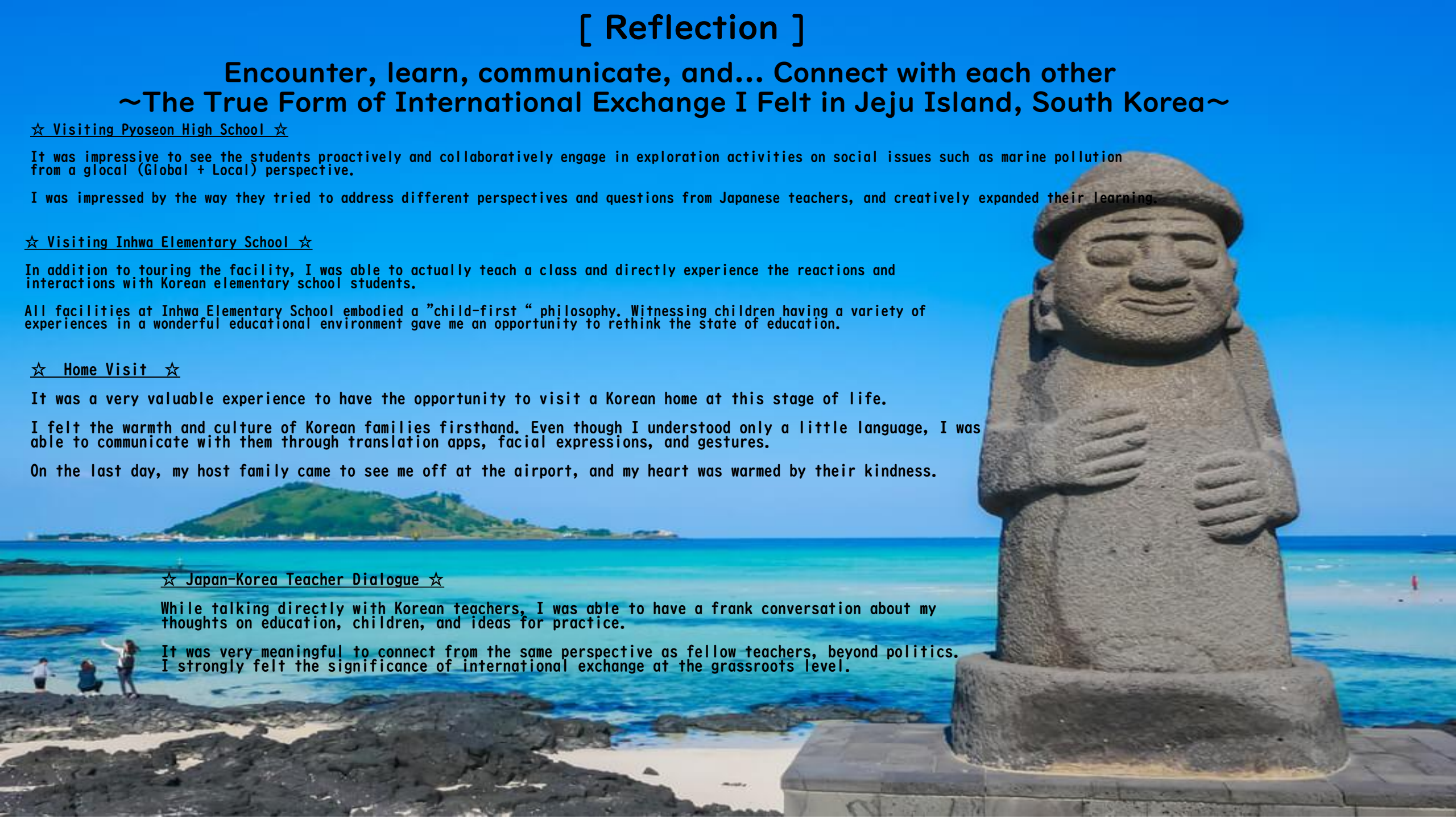
I felt the warmth and culture of Korean families firsthand. Even though I understood only a little language, I was able to communicate with them through translation apps, facial expressions, and gestures.

On the last day, my host family came to see me off at the airport, and my heart was warmed by their kindness.

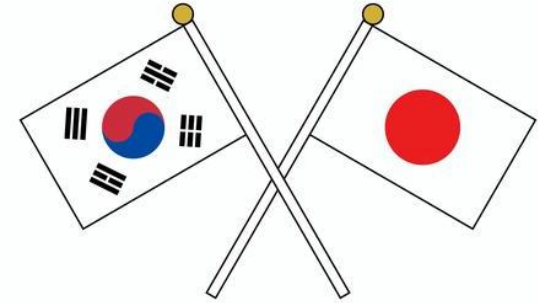
☆ Japan-Korea Teacher Dialogue ☆

While talking directly with Korean teachers, I was able to have a frank conversation about my thoughts on education, children, and ideas for practice.

It was very meaningful to connect from the same perspective as fellow teachers, beyond politics. I strongly felt the significance of international exchange at the grassroots level.



Action Plan



[Program Report Session]

- Report session for teachers: On the last day of summer vacation (with slides)
- Report session for children: At the morning assembly in September (quiz format)

[Posting]

- I plan to post photos of the program on the English board and the English room bulletin board.

【Classes】

- “English as a lingua franca”: Think about the significance of learning English and other foreign languages with my students.

[International Event, "Korea WEEK" / February 9th ~ 13th]

- The Children's Executive Committee will investigate and give a presentation on South Korea.
- Videos showing the activities at Inhwa Elementary School will be shown, and Korean students' questionnaires and impressions about Japan will be posted.
- We plan to hold Korean language lessons taught by Korean students living in Japan.
- We plan to hold a K-pop dance competition with students from a Korean school.
- We plan to hold a Korean cooking class with Korean school teachers.
- We plan to carry out the ideas proposed by the Children's Executive Committee.

e.g. Online and letter exchange with Korean schools, etc.

Bringing back the inspiration from Korea...

"Korea WEEK " kicks off!

Reflection : Gratitude, New Discoveries, and Weaving the Future

“Overlapping Lives, Expanding Worlds”

Perceive landscapes that cannot be expressed in words with all five senses.
Warm connections, friends who share your heart, and fulfilling time and space.
Food creates a healthy body, and souls overlap.
The neighboring islands, your Jeju, and my hometown are equally precious.

Nurturing peace is the sacred mission of educators.
It is created from within the human heart.

Learning from history, drawing strength from countless sorrows and kindness,
people live strongly and flexibly. They continue to live.

The vast sea, towering mountains, endless sky—nature envelops us with boundless love.

If the Earth is one home, we are the Earth family.

As a warm member of the Earth family building the future together,

as a warm change-maker,

today, I take my small step.



[Gift from the host family]

Warmth that transcends words. The illustration drawn by the son of our host family has engraved our Japan-Korea bond forever.
Understanding different cultures comes from a spirit of equality.

Action Plan

~As a global family, taking a small step toward the future.~



1. Student-oriented lessons: Opening the door to the world

International understanding lessons: Special lessons to deepen understanding of Japan-South Korea relations and different cultures.

South Korean cultural experience: Home economics lessons to learn about South Korean cuisine and the diversity of international marriages through online exchanges with host families.

2. School Version for Staff: What is International Exchange?

Experience Sharing Session: Share insights from the program through in-school training and propose educational practices incorporating an international perspective.

Collaborative Projects: Create opportunities for teacher exchange through online collaboration not only with Korean schools but also with domestic schools.

3. Regional Multicultural Coexistence Workshop Version: Connecting the Region and the World

Jeju Island Report Session: Host a report session for local residents to share the charm of Jeju Island and exchange experiences. (Korean Fair at the Children's Dining Hall!?)

Multicultural Coexistence Workshop: Plan and operate a workshop to consider multicultural coexistence in the region based on insights gained from the program.

Looking Back 〈Prologue〉

Two days before departure, I came down with a fever. I panicked a little. I sent out an SOS on Line, and help came from teachers I had never met before, including ACCU. There was a hospital nearby that was open on holidays, and I was able to get tested. My fever went down, and the test results came back negative, so I was relieved. I was able to join the group at Kansai Airport one day late and depart. (Everything was lucky.) Managing your health is the most important thing.

〈Pyo-son High School〉

This was the program I was most looking forward to. The brass band welcomed us with a performance. The students' skill level and the quality of the facilities were far superior to those at Osaka Prefectural Tsurumi Commercial High School, but watching the students' bright demeanor and behavior, I saw the same scenes I see at school every day, and I was confident that if we could have online exchanges, we could become friends immediately.

〈Infa Elementary School〉

Standing at the lectern of a Korean elementary school was a once-in-a-lifetime experience. The curious children asked me for my autograph for the first time in my life. I was worried that some children might refuse to write my name in hiragana, but they were happy to do so. This elementary school has a solid education program for cross-cultural exchange, and I wish my own children could attend such a school.

〈Jeju Multicultural Education Center〉

The center is housed in a renovated former elementary school. It's great that the school grounds are being used for educational purposes again. I heard candid stories from a Japanese wife, a teacher who married and raised children at the same age, and someone who experienced bullying.

〈Jeju 4.3 Peace Memorial Museum〉

I am currently reading Han Gan's "Saying Goodbye." If I hadn't participated in this program, I probably wouldn't have read it. I didn't know about the 4.3 Incident. After doing some research, I found out that many people living in the Korean town of Tsuruhashi in Osaka are from Jeju Island. Many of them moved there after the incident. Age doesn't matter when it comes to learning about peace. Let's start now.

〈Japan-Korea Teacher Dialogue〉

The phrase "Happy School"—where both teachers and students are happy—left a strong impression on me. It's the essence of education, yet we often get caught up in terms like pass rates and promotion rates and forget about it. There are surely negative aspects in Korea as well, but the students, children, and teachers I saw in Pyo-song and In-fa were all vibrant and lively.

〈Epilogue〉

Line, Papago, NAVER Maps, ChatGPT, KakaoTalk, Google Translate—without these apps, this training program would not have been possible. What a convenient world we live in.

And what struck me most during this training was the investment in education in Jeju.

The streets were filled with parked cars, overflowing trash bins, and poor road conditions. However, class sizes were kept under 30 students, homemade meals were provided free of charge in the cafeteria up to high school, and the school relied on staff other than homeroom teachers, as well as community support, to allocate national budgets for education and nurture the next generation. Children are valued. Japan must allocate more budget to public education now or risk losing valuable talent. If Jeju can do it, Osaka can too. The question is, where should we specialize? Specialization in education is necessary.

Action Plan

<①. Integration and Feedback into Classes>

I will show the students (37) in the product development and distribution class a video of 6th graders from Infa Elementary School answering questions and the responses from teachers in the Japan-Korea teacher dialogue, so they can utilize this in their own product development. (In Jeju, bicycle usage is low, there are no vending machines, drinks are bought at convenience stores, and many people wear glasses, among other feedback.) I want to convey that our view of life is not the only perspective and encourage interest in the lifestyles of neighboring countries. When considering product development, it's essential to look at society globally, not just what's around us.

<②. The Effect of Business Cards>

I received a message in unfamiliar Hangul in my mailbox from Yongil High School in Seoul. He mentioned that he will visit Osaka on October 8th and 9th for an exchange program with Shinkou Tachibana High School. Since he said, "Let's meet," I promptly made an appointment. I am anxious about whether my message is being conveyed clearly, but I hope to connect this to online exchanges. Teachers from the Kansai region, would you like to join me? Please contact me via Line.

<③. Participation in Book Club>

I am participating in a book club reading "No Goodbyes." The 'P' mentioned in the book refers to Pyosun (표선), It is a challenging book, but I am progressing with it while feeling a bit closer to the content.

<④. Others>

At the Osaka Prefectural Industrial Education Fair, I set up a display in a corner of the booth for Tsurumi Commercial High School with a sign, "Please feel free to take a look," showcasing information on the Japan-Korea teacher exchange program, the school guide for Pyosun High School, brochures for Jeju, and activities from Pyosun High School (including a slideshow on Model United Nations and research presentations using PowerPoint).

